Suggestions for Exam Problems

Round 1

| Group H | | |
|---------------|---------------------|--------------------------------|
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| Problem 1: Proposition: | The Task & Support technique requires a lot of time and training. |
|-----------------------------------|---|
| Reason: | The Task & Support technique needs close guidance by an expert. |
| Correct answer: | D |
| Motivation: | The proposition is false because the T & S technique doesn't require a lot of time, training nor tool support. But the reason is true because the work still needs close guidance by an expert. |
| Reference: | LAU:3.8 p. 109 |
| Learning objective: | 2, 8, 12 |

| Problem 2: Proposition: | Task & support can be used to ensure issues with an old system are solved. |
|-----------------------------------|--|
| Reason: | An example of when the issue occurs along with an example solution can be provided without limiting the developer. |
| Correct answer: | Α |
| Motivation: | The field "Example solution" can change during the development to a "proposal" when the developers have a solution they think would solve the issue. This lastly is changed into an "agreement" when both sides agree on the solution. |
| Reference: | LAU:3.8 p. 104-107 |
| Learning objective: | 15,1 |

| Ρ | ro | bl | e | m | 3: | |
|---|----|----|---|---|----|--|
| | | | | | | |

| Proposition: | Tacit demands should be carefully specified |
|--------------------|---|
| Reason: | Tacit demands are requirements the customer is unaware of or unable to express or takes for granted |
| Correct answer: | D |
| Motivation: | Tacit demands are requirements that shouldn't have to be specified |
| | because they're considered <i>too obvious</i> , and they would make the specification unnecessarily long and too detailed |

| Reference: | LAU:1 p. 5 |
|-----------------------------------|--|
| Learning objective: | 2,10,11 |
| Problem 4: Proposition: | It is reccomended to use a so-called fast approach when |
| Γιοροδιτιοπ. | "COTS" tools or "COTS" technical components are aquired. |
| Reason: | When the customer aquires a "COTS" tool or a "COTS" technical component, he or she has already decided on functionality and the domain aspects have been resolved. |
| Correct answer: | D |
| Motivation: | It is not recommended to use a fast approach since the customer already knows what he or she wants. |
| Reference: | LAU:1 p. 31-35 |
| Learning objective: | 6 |

| Problem 5: Proposition: | When MDRE is used, it is extremely important that all the useful elicited requirements become part of the final product. |
|-----------------------------------|--|
| Reason: | There is a risk in the elicitation process in MDRE that an insufficient volume of requiremets will be elicited. |
| Correct answer: | E |
| Motivation: | In MDRE, the case is oftenly that too many requirements are elicited, and focus has to lie on removing as many bad requirements as possible. |
| Reference: | MDRE:1 |
| Learning objective: | 1,13,15 |

Problem 6:

| Proposition: | According to the cost-value approach, requirements should be compared pairwise when they are prioritized. |
|--------------|---|
| Reason: | This will decrese the amount of redundant information present in the process. |

| Correct answer: | C |
|-----------------------------------|---|
| Motivation: | Pairwise comparison will create a lot of redundance which will make the process less sensitive for faulty assessments. |
| Reference: | PRIO:2 |
| Learning objective: | 1,13 |
| Problem 7: Proposition: | Data modeling is a good way to give exact descriptions of data in a system. |
| Reason: | It gives the costumer an easy way to verify that the data in the system will be what is demanded from the developer. |
| Correct answer: | C |
| Motivation: | While data modeling gives a precise description of the data it take time to learn and a costumer might not have the necessary know-how to understand it and verify that it is indeed correct. |
| Reference: | LAU:2.2 p. 54 |
| Learning objective: | 15 |
| Problem 8: | |
| Proposition: | Combinational creativity is the creation of new ideas from combination and synthesis of existing ideas |
| Reason: | Combinational creativity removes constraints on the system design so that new possible ideas can be discovered |
| Correct answer: | C |
| Motivation: | The proposition is correct in describing the Combinational creativity brainstorming process. The reason is incorrect since |

creativity brainstorming process. The reason is incorrect since it describes the Transformational creativity process.

Reference: CREA Learning 10, 14

Learning objective:

Problem 9:

Proposition:

The best way to identify a usability problem is to carry out a usability test where users carry out frequent or critical tasks by means of the existing system.

| Reason: | Mostly, experienced users are not aware about usability problems in the current system. |
|------------------------|--|
| Correct answer: | В |
| Motivation: | Most experienced users can handle the system because they have learned to circumvent usability issues. Because of this, the system has to be tested with regards to usability by inexperienced users. |
| Reference: | LAU:8 |
| Learning objective: | 1,9,15,20 |

Problem 10:

Proposition:Non-verifiable business goals should not be used as requirements.Reason:Goals aren't requirements and therefore the supplier of a system can't
take responsibility for them.

Correct В answer: Motivation: Both the proposition and the reason are correct statements by themselves, but the reason does not describe why the proposition is correct. The proposition is correct because non-verifiable goals should not be directly used as requirements, this is because they cannot be measured and verified. However, these kinds of business goals can be translated to useful requirements through, for example, quantification to make them measurable and verifiable. The given reason is correct in itself but does not reflect this relationship. The reason is correct because a goal isn't a requirement until the customer asks the supplier to take responsibility for it through the requirements document. Reference: LAU:8 p. 356-359

Learning objective:

1, 2